

California Department of Education
High School APS Rating Description

Each component will be rated on a scale of 0 to 3, as follows:

- 0--Minimal level of implementation
- 1--Partial level of implementation
- 2--Substantial level of implementation
- 3--Full level of implementation

All objectives in the academic survey must receive **at least a rating of 2** for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation. The chart below describes the criteria per objective per rating level.

Essential Component	Objective
1. Instructional Program	1.1 School/district provides state standards-aligned English/reading/language arts textbooks in all classrooms for all students enrolled in 9th and 10th grade English/reading/language arts courses.
	Minimally <i>None of the students have standards-aligned textbooks in 9th and 10th grade English/reading/language arts courses.</i>
	Partially <i>Some of the students have standards-aligned textbooks in 9th and 10th grade English/reading/language arts courses.</i>
	Substantially All of the students have standards-aligned textbooks in 9th and 10th grade English/reading/ language arts courses.
	Fully <i>All students have, and appropriately use on a daily basis, standards-aligned textbooks in 9th and 10th grade English/reading/language arts courses.</i>
	1.2 School/district provides State Board of Education (SBE)-adopted English/reading/language arts intervention program texts for appropriate students.
	Minimally <i>None of the students have State Board of Education (SBE)-adopted English/reading/language arts intervention program texts.</i>
	Partially <i>Some of the students have State Board of Education (SBE)-adopted English/ reading/language arts intervention program texts.</i>
	Substantially All of the students have State Board of Education (SBE)-adopted English/reading/language arts intervention program texts.
	Fully <i>All students have, and appropriately use on a daily basis, State Board of Education (SBE)-adopted English/ reading/language arts intervention program texts.</i>

Essential Component	Objective
1. Instructional Program	1.3 School/district provides State Board of Education (SBE)-adopted mathematics textbooks in all classrooms for all students enrolled in remedial mathematics and Algebra 1 courses.
	Minimally None of the students have State Board of Education (SBE)-adopted textbooks in Algebra 1 and remedial mathematics courses.
	Partially Some of the students have State Board of Education (SBE)-adopted textbooks in Algebra 1 and remedial mathematics courses.
	Substantially All students enrolled in Algebra 1 and remedial mathematics courses have State Board of Education (SBE)-adopted textbooks.
	Fully All students have, and appropriately use on a daily basis, State Board of Education (SBE)-adopted textbooks in Algebra 1 and remedial mathematics courses

Essential Component	Objective
2. Student Access To High School Standards-Aligned Core Courses	2.1 The school's master schedule and English/reading/language arts course pacing schedules reflect effective use of instructional time and provide all students access to the English/reading/language arts instruction needed to master the required skills to pass the language arts and writing components of the CAHSEE.
	Minimally <i>The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide only a few of the students access to the English reading/language arts courses and instruction needed to master the skills tested on the CAHSEE; course pacing schedules are used by few teachers.</i>
	Partially <i>The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide about half of the students access to the English/reading/ language arts courses and instruction needed to master the skills tested on the CAHSEE; course pacing schedules are used by about half of the teachers.</i>
	Substantially <i>The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide 75 percent of all students access to the English/reading/language arts courses and instruction needed to master these skills as tested on the CAHSEE; course pacing schedules are used by 75 percent of the teachers.</i>
	Fully <i>The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide all students access to the English/reading/ language arts courses and instruction needed to master the skills tested on the CAHSEE. This may include multiple class periods of English/language arts. In addition, course pacing schedules are used by all the teachers.</i>

Essential Component	Objective
2. Student Access To High School Standards-Aligned Core Courses	2.2 The school's master schedule and mathematics course pacing schedules reflect effective use of instructional time and provide all students access to the necessary mathematics courses and instruction needed to master the required skills to pass the related components on the CAHSEE and in Algebra 1.
	Minimally <i>The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide only a few of the students access to the mathematics courses and instruction needed to master Algebra 1 and the skills tested on the CAHSEE; course pacing schedules are used by few teachers.</i>
	Partially <i>The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide about half of the students access to the mathematics courses and instruction needed to master Algebra 1 and the skills tested on the CAHSEE; course pacing schedules are used by about half of the teachers.</i>
	Substantially <i>The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide 75 percent of all students access to the mathematics courses and instruction needed to master Algebra 1 and the skills tested on the CAHSEE; course pacing schedules are used by 75 percent of the teachers.</i>
	Fully <i>The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide all students access to the mathematics courses and instruction needed to master Algebra 1 and the skills tested on the CAHSEE. In addition, course pacing schedules are used by all the teachers.</i>

Essential Component	Objective
3. School Administrator Training Program	3.1 The district provides the school's principal and vice principal(s) with AB 430 Administrator Training Program, Module1 on Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. Module 2 and Module 3 are optional but recommended. The training institute features one of the multiple combinations of English/reading/language arts and/or mathematics at the site.
	<p>Minimally Neither the principal nor vice principal(s) has made arrangements to take the AB 430 Module 1 training.</p> <p>Partially Either the principal or the vice principal(s) has made arrangements to take the AB 430 Module1 training.</p> <p>Substantially Either the principal or the vice principal(s) has had the AB 430 five-day training institute, including 40 hours of structured follow-up practicum and the plan exists for the other administrators to be trained within one year.</p> <p>Fully Both the principal and at least one of the vice principal(s) have completed the AB 430 five-day training institute, which includes 40 hours of structured follow-up practicum..</p>

Essential Component	Objective
4. Teachers and Professional Development Opportunities	<p>4.1 The district:</p> <ul style="list-style-type: none"> a. staffs most high school English and mathematics classrooms with fully credentialed, highly qualified teachers, and b. has a plan to have fully credentialed, highly qualified teachers in all classrooms by June 2007.
	<ul style="list-style-type: none"> a. Minimally <i>Few classrooms have fully credentialed, highly qualified teachers.</i> Partially <i>About half of the classrooms have fully credentialed, highly qualified teachers.</i> Substantially Seventy-five percent of the classrooms have fully credentialed, highly qualified teachers. Fully <i>One hundred percent of all classrooms have fully credentialed, highly qualified teachers.</i> b. Minimally <i>There is no plan in place to staff all classrooms with fully credentialed, highly qualified teachers.</i> Partially <i>There is a limited plan in place to staff some classrooms with fully credentialed, highly qualified teachers by June 2007.</i> Substantially There is an adequate plan in place addressing recruitment to staff all classrooms with fully credentialed, highly qualified teachers by June 2007. Fully <i>There is a fully elaborated plan in place addressing recruitment and retention to staff all classrooms with fully credentialed, highly qualified teachers by June 2007.</i>
	<p>4.2 The school/district provides 9th and 10th grade English/language arts teachers with AB 466 (SB 472, Pending) training in core and/or State Board of Education (SBE)-adopted E/LA interventions</p>
	<ul style="list-style-type: none"> Minimally <i>Few of the school's 9th and 10th grade English/language arts teachers have completed AB 466 (SB 472, Pending) training.</i> Partially <i>About half of the school's 9th and 10th grade English/language arts teachers have completed AB 466 (SB 472, Pending) training.</i> Substantially Seventy-five percent of the school's 9th and 10th grade English/language arts teachers have completed AB 466 (SB 472, Pending) training, including the practicum, and there is a plan to train the remaining teachers within one year. Fully <i>One hundred percent of all of the school's 9th and 10th grade English/language arts teachers have completed AB 466 (SB 472, Pending) training, including the practicum.</i>

Essential Component	Objective
4. Teachers and Professional Development Opportunities	4.3 The school/district provides Algebra I mathematics teachers with professional development focused on State Board of Education (SBE)-adopted instructional materials for Algebra I AB 466 (SB 472, Pending) and provides remedial mathematics teachers with professional development on the instructional materials in use at their site.
	<p>Minimally Few of the school's Algebra 1 mathematics teachers have completed the AB 466 (SB 472, Pending) Algebra 1 training through a State Board of Education (SBE)-approved provider and few remedial math teachers have completed professional development on the instructional materials in use at their site.</p>
	<p>Partially About half of the school's Algebra 1 mathematics teachers have completed the AB 466 (SB 472, Pending) Algebra I training through a State Board of Education (SBE)-approved provider and about half of the remedial math teachers have completed professional development on the instructional materials in use at their site.</p>
	<p>Substantially Seventy-five percent of the school's Algebra 1 mathematics teachers have completed an approved AB 466 (SB 472, Pending) training on Algebra 1 and seventy-five percent of the school's remedial math teachers have completed professional development on the instructional materials in use at their site.</p>
	<p>Fully One hundred percent of all of the school's Algebra 1 mathematics teachers have completed an approved AB 466 (SB 472, Pending) training on Algebra 1 and all of the school's remedial mathematics teachers have completed professional development on the instructional materials in use at their site</p>

Essential Component	Objective
5. Student Achievement Monitoring System	<p>5.1 The school/district has an assessment and monitoring system (e.g., every 6-8 weeks) to inform teachers and principals on student progress and effectiveness of instruction in 9th and 10th grade English/reading/language arts classes. These assessments, usually referred to as curriculum-embedded, can be the tests that are included in the locally adopted English/reading/language arts textbooks or may be tests based on the textbooks. The purpose of these assessments is to help teachers and principals make decisions that will improve instruction and student achievement and provide a basis for the monitoring system.</p>
	<p>Minimally English/reading/language arts curriculum-embedded assessments are rarely used at the school.</p>
	<p>Partially English/reading/ language arts curriculum-embedded assessments are sometimes used at the school.</p>
	<p>Substantially English/reading/language arts curriculum-embedded assessments are regularly in use at the school.</p>
	<p>Fully English/reading/language arts curriculum-embedded assessments are regularly used by all teachers and the data from the assessments are used to determine student progress and modify instruction.</p>
	<p>5.2 The school/district has a similar assessment and monitoring system for Algebra 1 and remedial mathematics courses.</p>
	<p>Minimally Algebra 1 and remedial mathematics curriculum-embedded assessments are rarely used at the school.</p>
	<p>Partially Algebra 1 and remedial mathematics curriculum-embedded assessments are sometimes used at the school.</p>
	<p>Substantially Algebra 1 and remedial mathematics curriculum-embedded assessments are regularly in use at the school.</p>
	<p>Fully Algebra 1 and remedial mathematics curriculum-embedded assessments are regularly used by all teachers and the data from the assessments are used to determine student progress and modify instruction.</p>

Essential Component	Objective
6. Ongoing Instructional Assistance and Support	6.1 The school/district provides instructional assistance and support to teachers of English/reading/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.
	<p>Minimally <i>The school/district provides little or no instructional assistance to support teachers in delivering English/reading/language arts instruction using the adopted materials.</i></p> <p>Partially <i>The school/district provides limited instructional assistance to support teachers in delivering English/reading/language arts instruction using the adopted materials.</i></p> <p>Substantially The school/district provides adequate instructional assistance to support teachers in delivering English/reading/language arts instruction using the adopted materials.</p> <p>Fully <i>The school/district provides appropriate instructional assistance to support all teachers in delivering English/reading/language arts instruction using the adopted materials.</i></p>
	6.2 The school/district provides instructional assistance and support to teachers of Algebra 1 and remedial mathematics. The possible options are the same as above with specialists in mathematics.
	<p>Minimally <i>The school/district provides little or no instructional assistance to support teachers in delivering Algebra 1 and remedial mathematics instruction using the adopted materials.</i></p> <p>Partially <i>The school/district provides limited instructional assistance to support teachers in delivering Algebra 1 and remedial mathematics instruction using the adopted materials.</i></p> <p>Substantially <i>The school/district provides adequate instructional assistance to support teachers in delivering Algebra 1 and remedial mathematics instruction using the adopted materials.</i></p> <p>Fully <i>The school/district provides appropriate instructional assistance to support all teachers in delivering Algebra 1 and remedial mathematics instruction using the adopted materials.</i></p>

Essential Component	Objective
7. Teacher/ Department and Subject Matter Collaboration	7.1 The school/district facilitates and supports teacher department/subject matter collaboration in order to plan and discuss lesson delivery, based on assessment data for the adopted programs in English/reading/language arts.
	Minimally <i>The school/district does not provide time for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in English/language arts.</i>
	Partially <i>The school/district provides limited opportunities for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, instructional planning, and lesson delivery in English/reading/language arts.</i>
	Substantially <i>The school/district provides regular opportunities for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in English/reading/language arts.</i>
	Fully <i>The school/district provides opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in English/reading /language arts.</i>

Essential Component	Objective
7. Teacher/ Department and Subject Matter Collaboration	7.2 The school/district facilitates and supports teacher department /subject matter collaboration in order to plan and discuss lesson delivery, based on assessment data, for the adopted programs in mathematics.
	Minimally <i>The school/district does not provide regular time for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, instructional planning, and lesson delivery in mathematics.</i>
	Partially <i>The school/district provides limited opportunities for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, instructional planning, and lesson delivery in mathematics.</i>
	Substantially <i>The school/district provides regular opportunities for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in mathematics.</i>
	Fully <i>The school/district provides opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in mathematics.</i>

Essential Component	Objective
8. Intervention Programs For Students Below Grade Level	<p>8.1 School/district provides (a) SBE-adopted intervention programs, offered as a separate, extended-period class, for all students requiring intensive intervention in English/reading/language arts, i.e., those who are unable to demonstrate proficiency in sixth grade standards, and (b) appropriate instructional strategies for those students requiring strategic intervention, i.e. students at or above the 6th grade English/reading/language arts standards but are unable to pass the English/language arts portion of the CAHSEE.</p>
	<p>Minimally <i>The school has offered no separate extended-period classes featuring SBE-adopted intervention programs for students requiring intensive intervention in English reading//language arts, and no appropriate instructional strategies, including shadow classes, for students requiring strategic intervention, i.e. students at or above the 6th grade reading/language arts standards and are unable to pass the English/language arts portion of the CAHSEE.</i></p>
	<p>Partially <i>The school has offered separate extended-period classes featuring SBE-adopted intervention programs for some students requiring intensive intervention in English/reading/language arts, and appropriate instructional strategies, including shadow classes, for some students requiring strategic intervention, i.e. students at or above the 6th grade reading/language arts standards and are unable to pass the English/language arts portion of the CAHSEE.</i></p>
	<p>Substantially <i>The school has offered separate extended-period classes featuring SBE-adopted intervention programs for almost all (75 percent or more) students requiring intensive intervention in English/reading/language arts, and appropriate instructional strategies, including shadow classes, for almost all students (75 percent or more) requiring strategic intervention, i.e. students at or above the 6th grade reading/language arts standards and are unable to pass the English/language arts portion of the CAHSEE.</i></p>
	<p>Fully <i>The school has offered separate extended-period classes featuring SBE-adopted intervention programs for all students requiring intensive intervention in English/reading/language arts, and appropriate instructional strategies, including shadow classes, for all students requiring strategic intervention, i.e. students at or above the 6th grade reading/language arts standards and are unable to pass the English/language arts portion of the CAHSEE.</i></p>

Essential Component	Objective
8. Intervention Programs For Students Below Grade Level	8.2 School/district provides (a) intervention programs offered as a separate, extended-period class, for all students requiring intensive intervention in mathematics, i.e., those who are unable to demonstrate proficiency in 7th grade mathematics standards, and (b) appropriate instructional strategies for those students who are unable to demonstrate proficiency in Algebra 1 and/or are at risk of failing the mathematics portion of the CAHSEE.
	<p>Minimally <i>The school has offered no separate extended-period classes featuring intervention programs for students requiring intensive intervention in mathematics, i.e. those who are unable to demonstrate proficiency in seventh grade mathematics standards, and no appropriate instructional strategies, including shadow classes, for students requiring strategic intervention, i.e. students at or above the 7th grade mathematics standards and are unable to pass the mathematics portion of the CAHSEE.</i></p>
	<p>Partially <i>The school has offered separate extended-period classes featuring intervention programs for some students requiring intensive intervention in mathematics, i.e. those who are unable to demonstrate proficiency in seventh grade mathematics standards, and appropriate instructional strategies, including shadow classes, for some students requiring strategic intervention, i.e. students at or above the 7th grade mathematics standards and are unable to pass the mathematics portion of the CAHSEE.</i></p>
	<p>Substantially <i>The school has offered separate extended-period classes featuring intervention programs for almost all (75 percent or more) students requiring intensive intervention in mathematics, i.e. those who are unable to demonstrate proficiency in seventh grade mathematics standards, and appropriate instructional strategies, including shadow classes, for almost all students (75 percent or more) requiring strategic intervention, i.e. students at or above the 7th grade mathematics standards and are unable to pass the mathematics portion of the CAHSEE.</i></p>
	<p>Fully <i>The school has offered separate extended-period classes featuring intervention programs for all students requiring intensive intervention in mathematics, i.e. those who are unable to demonstrate proficiency in seventh grade mathematics standards, and appropriate instructional strategies, including shadow classes, for all students requiring strategic intervention, i.e. students at or above the 7th grade mathematics and are unable to pass the mathematics portion of the CAHSEE.</i></p>

Essential Component	Objective
9. Fiscal Support	9.1 The school/district general and categorical funds are used appropriately to support the English/reading/language arts program goals in the school plan.
	<p>Minimally <i>The school/district uses its general and categorical funds to support a few of the English/reading/language arts program goals in the school plan.</i></p> <p>Partially <i>The school/district uses its general and categorical funds to support about half of the school's English/reading/language arts program goals in the school plan.</i></p> <p>Substantially <i>The school/district uses its general and categorical funds to support 75 percent of the school's English/reading/language arts program goals in the school plan.</i></p> <p>Fully <i>The school/district uses its general and categorical funds to support all of the school's English/reading/language arts program goals in the school plan.</i></p>
	9.2 The school/district general and categorical funds are used appropriately to support the mathematics program goals in the school plan.
	<p>Minimally <i>The school/district uses its general and categorical funds to support a few of the mathematics program goals in the school plan.</i></p> <p>Partially <i>The school/district uses its general and categorical funds to support about half of the school's mathematics program goals in the school plan.</i></p> <p>Substantially <i>The school/district uses its general and categorical funds to support 75 percent of the school's mathematics program goals in the school plan.</i></p> <p>Fully <i>The school/district uses its general and categorical funds to support all of the school's mathematics program goals in the school plan.</i></p>